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ROUND TABLE

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War and the Family

A Radio Discussion by

- LELAND DE VINNEY
- WILLIAM OGBURN
- ALAN VALENTINE

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NOTE

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WAR AND THE FAMILY

A UNIVERSITY OF CHICAGO ROUND TABLE BROADCAST*

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* A radio discussion broadcast from the University of Chicago, over the Red Network of the National Broadcasting Company, Sunday, April 26, 1942, at 1:30 P.M., Central War Time.

The ROUND TABLE, oldest educational program continuously on the air, is broadcast entirely without a script, although participants meet in advance, prepare a topical outline, and exchange data and views. Subjects are chosen because of their social, political, or economic significance. The program has no "ax to grind." In the selection of speakers, the effort is to provide a balanced discussion by participants who have special competence and knowledge. The opinion of each speaker is his own and in no way involves the responsibility of either the University of Chicago or the National Broadcasting Company.

WAR AND THE FAMILY

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In the last war casualties affected one out of every fifty families in the United States. In France, Germany, and Russia casualties hit every other family. But death and injury are not the only effects war has upon the family. Separation of parents and children, the changed economic status of family members, the psychological effects of fighting on the battle front and on the home front—all have their repercussions in the home.

How will this war affect the family? What trends are already visible? What lies ahead for the thirty million American households? For the wives and children of warriors and workers? What can be done to limit or to alter the effects of war upon the family?

To answer these and other questions of interest to every American, the University of Chicago ROUND TABLE *invited three experienced observers to its microphone for a discussion of: "War and the Family."*

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MR. DE VINNEY: You made a most challenging remark on this program three weeks ago, Ogburn, when you said: "The family bears the brunt of war more than any other social institution. It takes it on the chin, so to speak."[1] Would you feel that that is still true?

MR. OGBURN: I don't believe I know of any other institution that

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[1] *See the University of Chicago* ROUND TABLE *broadcast, "Women, Work, and the War," March 22, 1942 (listed on page 28).*

suffers so much as the family. Industry gets along very well (most of it), and certainly the government doesn't suffer the way the family does. What about education, Valentine?

MR. VALENTINE: Everybody knows that after the last war we went through a stage called the "flapper" age, flaming youth, increase of divorces, social problems, and breakdown of the family.[2] Now that breakdown of the family affected education unfavorably. It threw more of a burden on education for the development of character, manners, citizenship, discipline. Education didn't handle it, perhaps, very well.

MR. DE VINNEY: The last war is blamed for a lot of difficulties with respect to the family, but what particular issues do you think we are facing now?

MR. OGBURN: The first one I think of, and the one about which we know from the last war, is that the war increases very greatly the number of marriages.

I've made a study of how war affects marriage, and here in Illinois there were more marriages in the first quarter of this year than we had in the same period of 1941, and that, of course, was a banner year.[3] So, there is that real influence of increasing the number of marriages.

MR. VALENTINE: How is that a problem?

MR. OGBURN: You might not think that's a problem, although it always is for an individual. It's really the problem of war brides. There is quite a little difference of opinion on the question of war brides. For instance, no less authority than the First Lady says that "we should refrain from hasty marriages, contracted in patriotic fervor, because your beau is going to be in the Army." That is her view on the matter.

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[2] *Willard Waller, "The Family: A Dynamic Interpretation" (New York: Dryden Press, 1938).*

[3] *See illustration, page 14.*

MR. DE VINNEY: There certainly is no complete agreement on that point. Fannie Hurst challenged Mrs. Roosevelt's remark with the statement: "A girl wins even when she loses, as long as she gets a husband, a home, and an heir." She goes on to point out that, "with the anticipated shortage of eligible young men, the latest figures give the girl a handicap of five to one."

MR. VALENTINE: People are getting married, and I say God bless 'em after they do it at any rate.

MR. DE VINNEY: This seems to raise a number of questions. I wonder if we couldn't most usefully examine them on the basis of a specific, fictitious example of problems that are being faced.

Announcer: Bill Smith, aged twenty-two, left his father's Kansas farm to enter the Army. Mary Hayes, aged twenty, was the girl Bill met in Los Angeles while on week-end leave from his California camp. Bill and Mary saw each other four or five times in the two-month period before their marriage. Should they have married?

MR. OGBURN: Whether they should or not, I'll bet that they did.

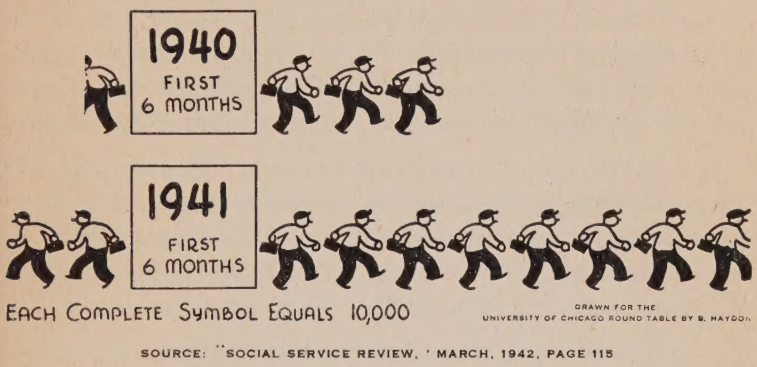
MR. VALENTINE: I don't see how you can generalize in a situation like this. I'd want to know more about that individual couple; more about their economic background, their ability to afford marriage; more about the basis of mutual compatibility, such as education, ideals, and point of view.

But it seems to me that if you look at it from the point of view of Bill Smith, he probably figures he may get killed in this war. Why shouldn't they be together if they're in love? And if they're in love, isn't the natural outcome marriage? How can we disagree with that?

MR. DE VINNEY: I take it that that would be one point in favor of their getting married.

MR. VALENTINE: Yes.

MR. DE VINNEY: I think an additional point is that Mary Hayes



may feel that this is her last chance to get a husband. There is going to be a great shortage of available men after the war, and, if she ever wants to get married, this would appear to be the time to do it. After all, it's pretty much like when you're hunting and you scare up a group of birds; you shoot them quickly, or they get away.

MR. VALENTINE: In other words, I gather from what some people say to me that some girls would rather take a chance on being a widow with memories and a pension than just an old maid, with no memories and no pension.

MR. OGBURN: I think it also has a good deal to do with the morale of the soldier. It gives the man something, some tie, to cling to.

It has been argued, you know, that a married man fights better because he has something very specific and dear to fight for than does a bachelor, who fights only for a general ideal. I don't say that

is true, but I have heard that argued with regard to marriage in wartime.

MR. DE VINNEY: It's also possible that the married man has more to live for and is the first to dive for a foxhole.

MR. OGBURN: I think there is something to be said, however, in advising against their marriage. For one thing, it is usually a rather hasty action, and sometimes these marriages are based upon friendships of very short duration. The girl gets thrilled at the uniform.

MR. VALENTINE: Why shouldn't it be hasty? How can it be anything else but hasty under the circumstances? We're asking these young people to take chances of all sorts. Is it fair to prevent them from taking this kind of a chance, when it's all the life they may have together?

MR. DE VINNEY: It seems clear that there are many reasons why young people feel impelled to jump quickly into a marriage in this special, crisis situation. But it is to be remembered that things are known about what makes a good marriage possible.

A very widely known study on marriage by Professor Burgess of the University of Chicago indicates that marriages are more successful when the participating couples have known each other for a long period of time.[4] Clearly one of the problems of war marriages is that the people just meet and marry hastily, and they have a couple of strikes against them before they start.

MR. OGBURN: I'd like to note that these young people who are marrying just before the man goes to war are establishing a marriage, but they are not establishing a home. And there's quite a difference between establishing a family and a home, on the one hand, and a marriage, on the other. And, as we all know, marriages should endure (though sometimes they do not), and one of the things that

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[4] *See E. W. Burgess and L. S. Cottrell, "Prediction of Success and Failure in Marriage" (New York: Prentice-Hall, Inc., 1939).*

makes them endure is the cement of affection. It's a sort of affectional tie that grows up during the facing of problems, in the early days of the honeymoon, and later matures into something that is strong and holds them together. The war brides miss this, it seems to me, and so do the war grooms.

MR. VALENTINE: But, after all, these young people must take a chance between having their marriage at very considerable risk and having none at all. I don't see how we can tell them to take none at all.

MR. DE VINNEY: There is evidence, from very careful case studies, that marriages are more likely to break up if the participating couples have not had this close experience with each other; if they have not lived together long enough to establish a home. These case studies seem to indicate that when the couple are separated for long periods of time, having quite different experiences, they become, in the course of time, quite different people. And even if there was a good chance of success when they were married, after two or three years of separation they have changed so much that, when they reunite, they are simply alien and strangers to each other and have very little chance to make a satisfactory home.

MR. VALENTINE: But after all the arguments pro and con are given, don't we have to depend on the common sense and self-control of our young people? We have had to do it in the past. We are asking them to show it in other ways now. Isn't that the only answer?

MR. OGBURN: One of the real problems is one we haven't mentioned. That is the question of a child. Suppose a child comes? What about the child of a war marriage?

MR. VALENTINE: That's a very difficult question, and I can't propose to answer it from any expert knowledge; but I do think that if the pair has the courage to marry, they should certainly deter-

mine at that time whether or not they have the courage to face the implications of children or the courage to face the implications of no children.

MR. OGBURN: Having a child, of course, is more than an individual matter. It's a matter of population; it's a matter of soldiers; it's a matter of national interest. And the state or the government in wartime is nearly always interested in the question of children.

For instance, in Europe (particularly in Germany) they permit marriages where only one party is present—marriage for the soldier at the front with the bride at a different locality. The government arranges for furloughs, special protection is given to children, and encouragement is given to have children. The state really needs children.[5]

MR. DE VINNEY: In addition to the interest of the state in having future soldiers and the interest of the mother in having an affectionate object close to her, there is the interest of the child, who should have an opportunity to have a fairly satisfactory future. Studies have indicated rather clearly that the child of a broken home has far less opportunity to realize an effective and satisfactory life than does the child of a normal home.

MR. OGBURN: But how is this child going to be financed? Suppose the bride is a widow and must work. What about the rearing of this child?

MR. DE VINNEY: Those are important questions confronting the couples we are discussing. We do have to depend a good deal on the courage and common sense of young people to solve these problems in their individual circumstances. But common sense, after all, needs to be informed. While it seems clear that there are many

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[5] *See Conrad and Irene B. Taeuber, "German Fertility Trends, 1933–39," "American Journal of Sociology," September, 1940, for an analysis of the success of the Nazi government's methods for increasing the number of marriages and births.*

personal, private, and immediate motives for getting married that have much weight, it needs to be urged that there are very serious considerations which demonstrate that the war makes it most unlikely that hasty marriages, just before a long separation, will make permanent, satisfactory homes.

MR. VALENTINE: I started this discussion by saying that I think these problems must be judged by individual cases. I don't think we can generalize.

MR. DE VINNEY: There are other problems we should discuss. I think we should have another specific example.

Announcer: Mr. John Jones, of Middletown, has a wife and three children—Betty aged four, Bobby aged eight, and Jimmy aged fifteen. He's deferred because of dependency. How does the war affect him and his family?

MR. OGBURN: That question has been answered very attractively in the current issue of *Look* magazine, which describes a family of about this size, living down in Indiana.[6] It is pointed out that the

[6] "*This Is War to an American Family*," "*Look*," *May 5, 1942.*

first impact of the war upon this family is economic. The family, as you know, is the chief consuming unit; and the buying and the preparation of food fall immediately upon the housewife. They feel, of course, the pinch of taxes. Rents are being raised. They are paying about 15 per cent more for food. It won't be long before they'll have to purchase clothing not with money but with coupons, which will be very limited.

Mr. De Vinney: Moreover, many things will be unavailable entirely because of rationing and the transfer of production from consumption goods to war materials.

Mr. Valentine: But the economic factor certainly is not the only one. Even if the father isn't called to service, even if no one in the family is called to service, the question of instability may arise. I gather from my reading, and from what the experts say, that instability is one of the factors most unfortunate in the rearing of children. There are many situations where the father may be shifted to a job in another town. That will lead to a change of schools, which is unfortunate. They may move to a place with inadequate facilities for medical care. There may be fewer recreational facilities for the children.

Mr. Ogburn: It is insecurity that really affects the family. It's always hovering over the family, and this fear that the father may be taken away, may be put on a night shift, or that they may have to move somewhere away from the old community is a concomitant of instability and is a very serious thing for families in wartime.

Mr. Valentine: What about those families, Ogburn, that have to migrate to another place? What happens to them?

Mr. Ogburn: In the first place, their community life is broken up. I saw the results of an investigation conducted recently in the Middle West by a department of sociology. The sparseness or lack of community life was commented upon. It's really very striking

and quite a bad thing compared to what you find in the ordinary villages in America. It was a rather curious thing, but it seemed that city families stood it a good deal better than the families that had come from farms and little villages, where they had been used to more community life.

Mr. De Vinney: That doesn't strike me as so very surprising. This pulling of families up out of the roots of their neighborhood and setting them down in brand-new communities where there are fewer schools and medical facilities available, where they have no neighborhood contacts, where the ordinary experiences of life just do not exist, and where families are perhaps living in trailers is bound to be very disrupting. In general, the people living in the city have had more such experience with such situations than have people who have lived in the country.

Mr. Valentine: Recreation factors are very important because we know what they do for good citizenship. I know a town which has increased its population tremendously, with many more children, which has no adequate recreational facilities whatsoever.

Mr. De Vinney: I think we need to have our problem sharpened up a bit.

Announcer: Let's assume, for the sake of discussion, that Mr. Jones, even though he has a wife and children, volunteers in the Army. How would his leaving home affect him and his family?

Mr. Ogburn: I want to note in the first place that the family is broken—don't forget that fact—because the head, the breadwinner, is taken away. I also call your attention to the fact that this arises because of a situation brought about more or less by the government, and the government is, in a certain sense, responsible for this. There is a change in the family. It is breaking up.

Mr. Valentine: What happens to Mr. Jones?

Mr. Ogburn: He goes away to an Army camp, and he breaks

with a set of habits of a family sort to take up a life in a male society. That is a different sort of life altogether for him. It's true that we try to make up this male society at first from unmarried men, who are not accustomed to the family habits and the sex customs of family life; but we do have to get married men into these camps sometimes.

And this is quite similar to some experiences we have had in America in the past. We've had male societies out in the pioneer West, in the mining camps. They are always rough, you know. The frustrations break out in violences of one kind or another. And so it is that in the Army we have patterns of action that suit that type of life very well.

MR. DE VINNEY: It certainly is important that, when Mr. Jones comes back to his family, he may have been subjected to several years of experience which have very much undermined the habits and the patterns of behavior and the standards of values and morals that are necessary for effective family life.

But I think we should consider what happens to Mrs. Jones.

MR. VALENTINE: My sympathy goes out to Mrs. Jones, because it seems to me that she bears much of the brunt of this thing. She probably has to live on a reduced income; she must take care of the children and must make decisions that were previously made, perhaps, by her husband. Her whole emotional life is likely to be disrupted. She is under great strain, and strain borders on hysteria.

MR. OGBURN: The world doesn't really appreciate the heroism of the wife who's left at home. She is a real heroine, I think, but somewhat unsung. It's the warrior who gets the plaudits and has the band playing when he returns and gets the medals from Congress, but the woman really suffers quite as much as the man.

MR. DE VINNEY: There is a very good chance that Mrs. Jones will get a job. Women are already moving into industries rather rapidly, and we know from the last war that very large percentages

of them went out of the home and into work, which is going to add further to her difficulty and disrupt her home.

MR. VALENTINE: This picture of the Jones family is getting gloomier and gloomier (after the Russian manner) as we go on. The children have been robbed of the care of both parents because, if Mrs. Jones gets a job, she is away all day. She may see them hurriedly for a few minutes at breakfast time and not again until evening. At the end of the day she is tired; she hasn't much to give them. What does that mean? It means that the schools and the other agencies of the community must take entire charge of those children, and that raises very real problems.

MR. OGBURN: I think that, before we talk about the schools, I might note that it depends a little bit on the type of work which Mrs. Jones does. If she has to plow the fields and carry those extra burdens, it is one thing; but if she gets a job in a city factory, then she has a wider horizon, has active things to do, and it helps to carry the shock of the war.

MR. DE VINNEY: I think it should be noted, however, that when Mr. Jones comes back from the war (assuming that he does), there may be very severe strains placed upon the family, because Mrs. Jones, who may have been in the habit of letting him handle the money and make the decisions and was willing to take his orders before he went away, has, in his absence, been compelled to do these things and has become accustomed to doing them.

MR. OGBURN: In other words, if Mrs. Jones was a clinging vine before the war, she won't be when Mr. Jones comes back.

MR. VALENTINE: Let's look at it from the point of view of the children. Experts in education notice that children don't do such good work in school when the family influence is weak. Now how can the family influence here be anything but weak, with the father away in service and the mother away all day? That throws the whole burden back on the school at the very time when school

MARRIAGES IN TWENTY LARGEST CITIES

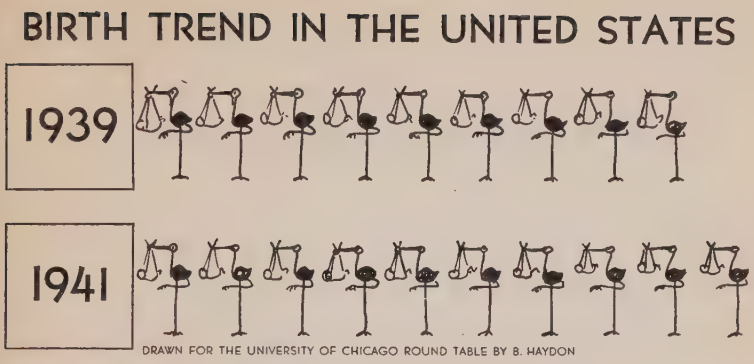
EACH COMPLETE SYMBOL EQUALS 50,000 MARRIAGES

SOURCE: "JEWELERS' CIRCULAR-KEYSTONE," FEBRUARY, 1942

budgets are being reduced, when school personnel is being diminished by the draft (and other ways), and when school discipline is becoming more and more difficult. It's a gloomy picture, gentlemen.

MR. OGBURN: Involved in this situation is a real problem of developing the character and personality of those who are going to be the citizens of the next generation. It was just last week that I read a very alarming report of an increase in juvenile delinquency in Chicago as the result of the war.

MR. VALENTINE: I think it's clear that the teachers who are good teachers should be left in the schools; and club leaders, Boy Scout leaders, and so forth, leaders of the character-building agencies, should be left; and the framework and the structure of those organizations which build character and do social service should be kept intact and efficient. Otherwise, who's going to take care of these children, develop them along right lines, when father and mother aren't there to do it?



Mr. De Vinney: In addition to the increase in delinquency rates in Chicago that you mention, there are reports that come to us from Britain. This morning I looked over a report from Britain indicating that delinquency rates have increased there very sharply, and about 75 per cent of the delinquencies are performed by children whose families have been broken up.

Mr. Ogburn: But didn't that report also say that much of this delinquency involved children who got very high wages working in industry? By children, I mean people of fourteen, fifteen, sixteen, and seventeen years of age.[7]

Mr. De Vinney: I think this isn't intended to be an argument against high wages but merely implies that very young children who normally do not work outside the home and are subject to the control of their parents and have perhaps fifty cents spending money a week may, when they suddenly find themselves with no restraints, economically independent, and with money to spend, acquire a degree of freedom, make new associations, and stay out late at night spending that money. In such circumstances these children often drift into delinquency.

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[7] *See illustrations, pages 5 and 9.*

MR. OGBURN: The English situation is affected very greatly by bombing and mass evacuations.

MR. DE VINNEY: Tremendously so!

MR. OGBURN: That must have a real effect upon the children.

MR. VALENTINE: There we have an entirely new psychological problem.

MR. OGBURN: In England children were evacuated wholesale. Over a million of them were taken right out of the homes. You know how it is among social workers: We have to select a foster-home with very great care. They didn't have time to do that in England, and something like eight hundred thousand children were caught without any schooling. They were separated from their teachers and their homes. I think that we ought to prepare now in America for these bombings. There are some people who think we won't be bombed, but over on the Pacific Coast they already fear a reprisal raid from Japan. And Mr. Landis, who is the director of the Office of Civilian Defense, stated over this ROUND TABLE, a few weeks ago, that he thinks it very probable that we will be bombed, and he notes that Detroit, Cleveland, and Chicago are nearer to the German bases in Norway than is New York City.[8]

MR. DE VINNEY: That would suggest that we ought to be prepared for possible large-scale evacuations of children. In this connection it interests me very much that psychiatrists working with children in Britain have reported that the shock of complete separation of children from their family and friends (especially from their mothers) is more serious than the shock of an actual bombing raid.

MR. VALENTINE: Isn't it important, therefore, that, in any plans which we may make for evacuation in this country, we try to plan

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[8] *See the University of Chicago* ROUND TABLE *broadcast, "Civilian Defense," March 8, 1942 (listed on page 28).*

carefully in advance for a period of transition, of slow separation, from the normal way of life, to avoid that shock?

MR. OGBURN: And part of the preparation, it seems to me, is the recognition of the value to society of leaders of children. We let a chemist or a machinist work in a factory because it is an essential industry, but a good Boy Scout leader, or club worker, or a good schoolteacher is just as essential to the front-line trenches of the community in total war as is the chemist and the machinist, in my judgment.

MR. DE VINNEY: In addition to that, it is certainly desirable to set up a large number of day nurseries and kindergartens now so that young children will become very familiar with teachers and with being away from their mothers, so that this evacuation, if it becomes necessary, may take place with a minimum of shock to the children.

MR. OGBURN: Suppose you have a siren blowing in your community. What are you going to tell your little three- or four-year-old girl? How much to tell children about the war, and what to tell them, is a real problem.

MR. VALENTINE: It depends a lot on the age and temperament of the child. I am no authority in this field, but it seems to me that, generally speaking, you should tell her as much of the truth as she can possibly absorb. Don't show her that you are nervous or upset about it, because such psychological factors will tend to transfer themselves to her right away.

MR. OGBURN: One of the things that psychiatrists have discovered is that children can take it. You'd be surprised. You shouldn't conceal the facts from them.

MR. DE VINNEY: They can take it best, however, when their parents can take it. It's very interesting that the difficult cases of children in Britain have apparently come mainly from the cases where the mothers were hysterical.

MR. OGBURN: A nervous mother makes a nervous child.

MR. DE VINNEY: The presence of the mother and her calmness, even under conditions of stress, are of greatest importance in maintaining the calmness of the child.

MR. VALENTINE: In this generation we certainly can't afford to wrap our children up in cotton wool any more than we can help.

MR. DE VINNEY: We recognize that they can meet the situation, and we can't keep them from it, even if we don't tell them at home.

Fortunately the war is not going to last forever, but when the war is over its effects upon the family are not going to be ended. What will the family look like when the war ends?

MR. OGBURN: There will be a lot of broken families. You can't have a war without a lot of soldier deaths, and that, of course, means that there will be very many widows. It means that many of these widows will never remarry.

MR. DE VINNEY: In addition, there will be a lot of girls who will never get married, because the men whom they should have married will not come back.

MR. OGBURN: That is affected by what we sociologists call a "sex ratio."

MR. DE VINNEY: That's right.

MR. OGBURN: There are more women than there are men after a war. There is really an excess of women. After the close of the last war there were about five million more women, who were, we might say, in the full flower of young womanhood, than there were men of that age.

MR. VALENTINE: Will those women even be able to keep the jobs they have had during the war?

MR. OGBURN: They will have to give up a good many jobs, no doubt, because there won't be enough jobs to go around when

twenty-seven and a half million workers and soldiers are demobilized. But the jobs which won't be vacant for women really makes a very serious problem for them. Here you have millions of women, let us say, who can't get a husband and who can't get a job. At the close of the last war some feminists in England advocated that Parliament give them either polygamy or the right to a job.

MR. VALENTINE: Polygamy seems a rather drastic solution of the problem, but one aspect of that situation interests me. That is, we see quite naturally, and perhaps not wrongly, the government becoming more and more active in these rather intimate social, domestic affairs of our life. It seems to me that that tendency will continue after the war, and I'm willing to risk the prediction that, even after the war, we'll find the government continuing to be active in such matters as health and medical care and education—providing additional nursery schools, night schools, and playgrounds, child guidance centers, and, of course, security.

MR. DE VINNEY: Mrs. Jones and her children will be depending more on government and less on their own family situation than formerly.

MR. VALENTINE: Yes, and I think that will simply represent an acceleration of something which has been going on within our nation for the last ten or twenty years.

MR. OGBURN: Yes, the family has been leaving a good many functions to the state. They used to take care of the old people, for instance. Now a lot of old people don't have any children to take care of them. Consequently, the government must take care of them with pensions. The war is stimulating the government to take more responsibility for things for which the family used to be responsible.

MR. DE VINNEY: I think it's important to note, however, that this developing independence of women during the war, arising from the necessity of their working outside the home, is also going to

have aftereffects. Women will be more self-reliant, as they were after the last war.

MR. OGBURN: It will give great encouragement to the feminist movement.

MR. DE VINNEY: And to the democratization of the family—the necessity of holding the family together on the basis of equal treatment of its members. Otherwise, with the woman able to get along by herself, she will not remain in the family situation.

MR. VALENTINE: It may even add to the sense of responsibility of individuals and therefore to the sense of responsibility of families.

MR. DE VINNEY: We've been saying much that looks dark for the family. Do you really think the family is going to disappear as a consequence of this war?

MR. OGBURN: The family is essentially a spiritual organization, and a war puts its members through the test and fire of self-sacrifice and loyalty and devotion to something that is really higher—a sort of spiritual religious experience. The family will surely come through that test. And it will be stronger because of it.

MR. DE VINNEY: But you wouldn't recommend war as a basis of improving the family, would you?

MR. OGBURN: No, certainly not. But I will note this in closing: There will always be a family. It's one of the toughest of our social organizations. In sociology we've studied civilizations all over the world, under all sorts of conditions, and I've never seen a culture where there wasn't a family—and a real, good, strong family at that.

SUGGESTED READINGS

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OBJECTIVE QUESTIONS FOR EXAMINATION

The answers to the following questions may be found in the text of the broadcast, and page references are provided to assist in locating the answers.

*

1. What effect has the war had on the marriage rate? Pages 3 and 14.
2. What reasons impel young couples to marry in wartime? Page 4.
3. What is one of the findings of Professor E. W. Burgess' study of what contributes to a successful marriage? Pages 6–7.
4. What conditions of war marriages are likely to break up the marriage? Page 7.
5. In what ways does the war affect the family economically? Pages 9–10.
6. In what ways does war contribute to instability in family life? Page 10.
7. Do city or farm families better stand the strain of moving to another community? Page 11.
8. What are some of the specific effects on children of the loss of family supervision because of war? Pages 14–15.
9. What are the important lessons to be learned from British experience in regard to the evacuation of children? Pages 16–17.
10. How will the average family have changed by the time the war ends? Pages 18–20.

QUESTIONS FOR ANALYSIS AND DISCUSSION

The following questions of wider scope, intended for discussion, are suggested by the broadcast, and answers may be found in the literature on the subject listed in the section "Suggested Readings," found on pages 21–22.

*

1. Do you think the "family bears the brunt of war more than any other social institution"? Why?
2. What were some of the changes in the family caused by World War I? How is this war affecting the family?
3. Should young couples marry in wartime? What factors should be considered in answering this question? Discuss.
4. What is the effect of war upon the marriage rate, birth rate, and divorce rate? How do some governments encourage the marriage and birth rates?
5. How is the family affected by the lower standards of morality and the insecurity of wartime? Does war weaken the family? What can be done in wartime to preserve the strength of the family? Should emphasis be put upon day nurseries and youth organizations as the family's influence grows weaker?
6. What should a parent tell young children about the war? About the absence of the father or brother? Are "war games" an acceptable childhood activity? Discuss.
7. In what ways will family life be different because of the war? What are the trends in changing family life that are accelerated and intensified by the war? What will be the new status of women in the post-war period?

The Listeners' Round Table . . . .

Letters to the ROUND TABLE *frequently contain interesting and illuminating side lights on the subject matter discussed on the air. These comments are from letters received following the broadcast-discussion, "War Profits," April 19, 1942.*

*

Out of Bounds

The ROUND TABLE performs a valuable service when it gets down to cases and names the forces which, if not solely responsible for delays and finagling, at least set shining examples of how to interfere with the war effort in these ways.

Yet Thurman Arnold used considerable restraint when he referred simply to the fact that certain large corporations delayed the war effort by adhering to cartel agreements with belligerents who are now our enemies. What about the considerable tenacity with which these corporations clung to their agreements? What about the evasion and deception they used? These, it would seem to me, are far more important long-run aspects of the problem of monopoly and international cartels. In this circumstance we can see clearly silhouetted the fact that business transcends national boundaries and that the power of economic control supersedes patriotism. The protection of economic power becomes more important than the protection or the preservation of a nation.

We should not be so much surprised by this as forewarned of a difficult future. The war has put the spotlight on the evaders of democratic principle. We should keep an eye on those who wield this power.

B. H., Illinois

*

Monopoly

I think Mr. Arnold hits the nail on the head when he says that the war effort is being retarded by the big trusts and monopolies, who in years past, and even today, in order to make more profits, have limited and are limiting the production of essential war materials and commodities.

I also think that the real fifth columnists are not the rank and file of American citizens, who are trying to keep up with current events, but the big trusts and monopolies like Standard Oil, Aluminum Corporation, Du Pont, General Motors, United States Steel, etc. It is big concerns like these that entered into cartel agreements with the Germans and Japanese and helped build them up, until today we are faced with a strong and powerful enemy.

What the government ought to do is to take over all plants working on

war contracts and just pay salaries to the workers and management, eliminating all profits. There would be less incentive on the part of big capital the world over to keep the war going if war profits were eliminated. I think this one intelligent act by the government would shorten the war and save the lives of millions of soldiers the world over.

L. P., Illinois

*

Profit Refund

It happens that in my position as investment counselor and through my connections with a trust company, I have a good deal to do with the care of many estates, both large and small. As even the smallest of these estates have a considerable proportion of stocks and the owners are largely dependent on the dividends for a livelihood, I feel that you are absolutely right in your contention that the stockholders (industry) are just as much entitled to at least a peacetime return as are the bondholders (labor and management).

There have been some terrific and unwarranted profits made by a few concerns in the year 1941, but I would greatly favor any action that would make them refund large sums to the government and during the next several months enact legislation that would make it impossible for this to happen again and yet allow industry peacetime profits with reasonable reserves for the future. It is my theory that this can be best accomplished through our income and corporation tax laws, using England's experience as a guide.

C. P. B., Wisconsin

*

Morale

I have no fault to find with normal profits in wartime, but when such scandals as already have been told by the press can occur, I must say that the worst sort of conditions will develop in the morale of our country. Most of our people are sacrificing in many ways at present . . . . and to think our money is going into the coffers—[of the monopolists!].

C. D., Texas

Note to Educators:

More and more teachers are reporting the effective use of ROUND TABLE transcripts in the study of contemporary problems. In a world of swiftly moving events only materials of this kind, designed for this use, can provide the basic study materials for classroom work in social studies, world-affairs, and community-life courses.

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157. *Strikes and National Defense*
158. *Defense Economics*
161. *War Aims and Peace Aims*
163. *Lessons from Europe's War*
164. *The Effect of the Blitzkrieg on the Economic Order*
166. *Roosevelt* vs. *Hitler*
169. *War against the Middle Classes?*
170. *The Crisis and Your Pocketbook*
173. *Our Liberties*
174. *Blueprint for Hemisphere Defense*
177. *Defense: Who'll Pay the Piper?*
178. *Japan: Setting Sun?*
179. *National Unity*
180. *Weapons of Economic War*
182. *Crisis of Capitalism*
185. *New Frontiers in Education and Research*
186. *Anti-Semitism*
188. *Economics of Blitzkrieg*
189. *Showdown with Japan?*

No.

190. *Science and War*
191. *Defense Inventory*
192. *The Philippines*
193. *Little Business: What Now?*
194. *Labor's Responsibility in Defense*
195. *Canada: Neighbor at War*
196. *Civil Rights and "Public Danger"*
197. *Manpower: The Key to Victory*
198. *What Does Rationing Mean?*

1942

199. *Morale: Ours and Theirs*
200. *How To Meet the Menace of Inflation*
201. *Censorship*
202. *How United Are the Americas?*
203. *Are We Overconfident?*
204. *Labor Policies in Wartime*
205. *What Should the Churches Do in War?*
206. *What Should We Teach Our Youth Now?*
207. *Propaganda: Good and Bad*
208. *Civilian Defense*
209. *Taxes* vs. *Axis*
210. *Women, Work, and the War*
211. *The American Temper*
212. *India.*
213. *Wanted: 30,000,000 Men*
214. *War Profits.* April 19

All Round Table Transcripts Contain Added Factual Material in the Form of Graphs, Maps, Pictographs, Footnotes, Bibliographies, Etc.

How Does War Affect Your Freedom?

You should read: *Our Liberties* (*173*) and *Civil Rights and "Public Danger"* (*196*). These discussions review the traditions of American liberty and report upon the effects defense and war have had upon them.

ROUND TABLE NETWORK OF 102 STATIONS

2:30 P.M. EASTERN WAR TIME

City	Call Letters	Kilo-cycles	City	Call Letters	Kilo-cycles
Allentown, Pa.	WSAN	1470	Lima, Ohio	WLOK	1240
Altoona, Pa.	WFBG	1340	Manchester, N.H.	WFEA	1370
Asheville, N.C.	WISE	1400	Miami, Fla.	WIOD	610
Atlanta, Ga.	WSB	750	New York, N.Y.	WEAF	660
Baltimore, Md.	WBAL	1090	Norfolk, Va.	WTAR	790
Boston, Mass.	WNAC	1260	Philadelphia, Pa.	KYW	1060
Buffalo, N.Y.	WBEN	930	Pittsburgh, Pa.	KDKA	1020
Charleston, S.C.	WTMA	1250	Portland, Me.	WCSH	970
Charlotte, N.C.	WSOC	1240	Providence, R.I.	WJAR	920
Cleveland, Ohio	WTAM	1100	Raleigh, N.C.	WPTF	680
Columbia, S.C.	WIS	560	Richmond, Va.	WMBG	1380
Columbus, Ohio	WCOL	1230	Rochester, N.Y.	WHAM	1180
Dayton, Ohio	WING	1410	Savannah, Ga.	WSAV	1340
Detroit, Mich.	WWJ	950	Schenectady, N.Y.	WGY	810
Florence, S.C.	WOLS	1230	Springfield, Ohio	WIZE	1340
Grand Rapids, Mich.	WOOD	1300	Tampa, Fla.	WFLA	970
Greenville, S.C.	WFBC	1330	Washington, D.C.	WRC	980
Jacksonville, Fla.	WJAX	930	Wilmington, Dela.	WDEL	1150
Johnstown, Pa.	WJAC	1400	Winston-Salem, N.C.	WSJS	600
Lakeland, Fla.	WLAK	1340	Zanesville, Ohio	WHIZ	1240

1:30 P.M. CENTRAL WAR TIME

Amarillo, Texas	KGNC	1440	Louisville, Ky.	WAVE	970
Birmingham, Ala.	WBRC	960	Madison, Wis.	WIBA	1310
Bismarck, N.D.	KFYR	550	Mankato, Minn.	KYSM	1230
Bristol, Tenn.	WOPI	1490	Memphis, Tenn.	WMC	790
Chicago, Ill.	WMAQ	670	Minneapolis and St. Paul, Minn.	KSTP	1500
Duluth, Minn., and Superior, Wis.	WEBC	1320	New Orleans, La.	WSMB	1350
Eau Claire, Wis.	WEAU	1070	Oklahoma City, Okla.	WKY	930
El Paso, Texas	KTSM	1380	Omaha, Neb.	WOW	590
Evansville, Ind.	WGBF	1280	Pittsburg, Kans.	KOAM	810
Fargo, N.D.	WDAY	970	Rochester, Minn.	KROC	1340
Fort Wayne, Ind.	WGL	1450	St. Cloud, Minn.	KFAM	1450
Fort Worth, Texas	KGKO	570	St. Louis, Mo.	KSD	550
Hattiesburg, Miss.	WFOR	1400	San Antonio, Texas	WOAI	1200
Indianapolis, Ind.	WIRE	1430	Shreveport, La.	KTBS	1480
Jackson, Miss.	WJDX	1300	Sioux Falls, S.D.	KSOO	1140
Kansas City, Mo.	WDAF	610	Springfield, Mo.	KGBX	1260
Kingsport, Tenn.	WKPT	1400	Terre Haute, Ind.	WBOW	1230
Laurel, Miss.	WAML	1340	Tulsa, Okla.	KVOO	1170
Little Rock, Ark.	KARK	920	Wichita, Kans.	KANS	1240

12:30 P.M. MOUNTAIN WAR TIME

Albuquerque, N.M.	KOB	1030	Phoenix, Ariz.	KTAR	620
Billings, Mont.	KGHL	790	Pocatello, Ida.	KSEI	930
Boise, Ida.	KIDO	1380	Salt Lake City, Utah	KDYL	1320
Bozeman, Mont.	KRBM	1450	Tucson, Ariz.	KVOA	1290
Butte, Mont.	KGIR	1370	Twin Falls, Ida.	KTFI	1270
Denver, Colo.	KOA	850	Yuma, Ariz.	KYUM	1240
Helena, Mont.	KPFA	1240			

11:30 A.M. PACIFIC WAR TIME

Fresno, Cal.	KMJ	580	San Francisco, Cal.	KPO	680
Los Angeles, Cal.	KFI	640	San Diego, Cal.	KFSD	600
Medford, Ore.	KMED	1440	Seattle, Wash.	KOMO	950
Portland, Ore.	KGW	620	Spokane, Wash.	KHQ	590
Sacramento, Cal.	KFBK	1530			

STATIONS CARRYING ROUND TABLE BY TRANSCRIPTION

Cincinnati, Ohio	WSAI	1360	10:30 P.M. E.W.T.
Milwaukee, Wis.	WTMJ	620	4:00 P.M. C.W.T.

POLITICS IN WARTIME

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A UNIVERSITY OF CHICAGO ROUND TABLE BROADCAST

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MAY 3, 1942

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JOHN EBERHART, Department of Psychology, Northwestern University

RICHARD P. McKEON, Dean of the Division of the Humanities, University of Chicago

PETER ODEGARD, Department of Political Science, Amherst College

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SUGGESTED READINGS

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